

California Reading First Plan

Exhibit V

California's Research-Based Documents

Publication Date	Title / Agency	Description
1995	<i>Every Child a Reader: The Report of the California Reading Task Force</i> California Department of Education	Report makes four recommendations: (1) a strong literature, language, and comprehension program that includes a balance of oral and written language; (2) an organized, explicit skills program that includes phoneme awareness (sounds in words), phonics, and decoding skills; (3) ongoing diagnosis that informs teaching and assessment for accountability; and (4) a powerful early intervention program that provides individual tutoring for children at risk of reading failure.
1996	<i>Teaching Reading: A Balanced, Comprehensive Approach to Teaching Reading in Prekindergarten Through Grade Three: The Reading Program Advisory</i> State Superintendent of Public Instruction, California State Board of Education, California Commission on Teacher Credentialing	Advisory establishes that there is sufficient guidance now available from research about how children learn to read and about how successful reading programs work to ensure that virtually every child will learn to read well by the end of third grade. The two sections of the Advisory are: "The Reading Program" which focuses on systematic, explicit skills instruction, classroom diagnostics, and early intervention strategies; and "Instructional Guidance and Support."
1997	<i>Reading Instruction Competence Assessment (RICA)</i> California Commission on Teacher Credentialing [Legislated: AB 1178]	All multiple-subject credentialed teachers (elementary school level) are required to pass the RICA as of October 1998. RICA covers the ten content areas: phonological awareness, concepts about print and letter recognition, systematic, explicit phonics, spelling instruction, vocabulary development, reading comprehension, student independent reading, relationships among reading, writing, and oral language, diagnosis of reading development, and structure of the English language.
1997	<i>English-Language Arts Content Standards for California Public Schools: Kindergarten Through Grade Twelve</i> California State Board of Education [Legislated: SB 376]	Standards for K-3 are based on scientific research: phonemic awareness, decoding (synthetic phonics: explicitly to convert letters into sounds and blend the sounds to form recognizable words), vocabulary development, reading comprehension, and spelling.

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1997 (Revised in 1999)	<i>Learning to Read: California Reading Initiatives</i> California State Board of Education [Legislated: AB 3482]	The text covers the materials of the state provided two-day workshop developed under the leadership of Dr. Louisa Cook Moats. The key modules cover the scientific research underlying the CA Reading Initiative; the structure of the English language; the ways to prevent reading failure; the examples of assessments of student progress; and the selection of appropriate instructional materials.
1997 (Revised in 1999)	<i>Guide to the California Reading Initiative of 1996 (Revised: 1996 through 1999)</i> California State Board of Education [Legislated: AB 3482]	The <i>Guide</i> includes the history on the legislation and programs, plus short descriptions of all publications on reading, in 1996 and later revised publications from 1996 through 1999.
1997	<i>A Blueprint for Professional Development: For Teachers of Early Reading Instruction</i> California State Board of Education [Legislated: AB 3482]	The <i>Blueprint</i> is authored by Dr. Louisa Cook Moats. It highlights what a teacher of beginning reading (K-3) needs to know and do about teaching phoneme awareness, letter names and shapes, systematic explicit phonics, spelling, vocabulary development, and comprehension.
1999	<i>Reading/Language Arts Framework for California Public Schools: Kindergarten Through Grade Twelve</i> California State Board of Education	This <i>Framework</i> provides guidelines and selected research-based approaches for implementing instruction to ensure optimal benefits for all students, including those with special learning needs (e.g., English learners, students with learning disabilities and reading difficulties, and advanced learners).
1999	<i>The California Reading Initiative and Special Education in California: Critical Ideas Focusing on Meaningful Reform</i> California Special Education Reading Task Force California Department of Education California State Board of Education	This report provides information on important issues related to the California Reading Initiative, its base of research, and its application to both general and special education. It covers five topics: effective reading instruction, early intervention and prevention, assessment that drives instruction, access to the core curriculum and reading instruction, and practices linked to research. Special note of appreciation is given to contributors to this report: Doug Carnine, Edward Kameenui, and Reid Lyon.
1999	<i>Read All About It! Readings To Inform The Profession</i> California State Board of Education [Funded under Goals 2000]	This collection of readings is intended to inform the professional about the scientific research that supports the California Reading Initiative. It is organized under 11 sections: school's first mission; defining scientific research; phoneme awareness and letter knowledge; decoding sounds and words; assessment; building fluency; vocabulary-word meaning; word study-spelling, syllables, morphemes; comprehension strategies; reading independently to learn; and foundations for teacher education.

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1999 (Revised 2000)	<i>2002 K-8 Reading/Language Arts/English Language Development Adoption Criteria</i> California State Board of Education	This document provides criteria for evaluating reading/language arts instructional materials in five categories: (1) alignment with the content in the <i>English-Language Arts Content Standards</i> , (2) program organization, (3) assessment, (4) universal access, and (5) instructional planning and support. The state's process of the adoption of instructional materials has three phases: (a) teachers and content specialists serve on Instructional Materials Advisory Panels (IMAP) that make recommendations based on compliance with the <i>Criteria</i> to the Curriculum Development and Supplemental Materials Commission, b) the Commission reviews the IMAP recommendations, deliberates, and makes recommendations to the State Board, and (c) the State Board reviews the Commission recommendations, deliberates, and adopts the instructional programs that are in compliance with the <i>Criteria</i> .